

Individual Learning Plans (ILP) - Annotated Examples

“The Individual Learning Plan (ILP) is a student-directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students’ interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and post-secondary experiences.”

Rhode Island’s Individual Learning Plan (ILP) Framework 1/29/09

The ILP is both a process and a product.

- The ILP process reflects articulation and collaboration among involved adults, within and across schools. Students who engage in the ILP process assume an active role in the mapping, assessment, and reflection required when developing current and future academic, career, and personal/social goals.
- The ILP document is a dynamic tool that maps academic plans, and reflects each student’s unique set of interests, needs, learning goals and a plan for meeting graduation requirements. This document guides individual students’ development towards meeting the ASCA standards¹ found in the Rhode Island Framework for Comprehensive K-12 School Counseling Programs, culminating in students’ achieving goals in three domains: academic, career, and personal/social.

ILP Roles and Responsibilities

STUDENTS:

- develop and maintain their ILPs with direction and support from parents/families and school personnel
- practice the skills to become self-directed advocates for their own learning

EDUCATORS:

- are active participants in the ILP process
- share responsibility for facilitating development and implementation of the ILP
- ensure students have regular and multiple opportunities to review and revise goals, plans, and reflections

FAMILIES:

- have access to their child’s ILP
- are actively involved in the ILP process
- engage in conversations with their children about their choices, learning experiences, and future goals
- have input into their child’s education

LOCAL EDUCATIONAL AGENCIES (LEAs):

- develop policy that supports a culturally and linguistically responsive ILP process
- monitor its effectiveness

The ILP is a transferable document and must follow students when they move from grade to grade, school to school, district to district; additionally, the ILP must be available to students as they transition to post-secondary placements.

Following the rubric for **Individual Learning Plans**, there are annotated examples drawn from RI schools. Please note that examples are not meant to be complete or “perfect” in illustrating all aspects required by the PBGR system.

¹ <http://www.ade.az.gov/cte/Counselors/NationalStandards.pdf>

Evaluation Criteria	Satisfactory	Suggested Evidence
Personalization - Individual Learning Plans (ILPs)	<p><i>The district/school has submitted evidence that there is:</i></p> <ul style="list-style-type: none"> • <i>Full implementation of personalization strategies/structures for all students grades 6-12</i> • <i>Full ILP process for all secondary students grades 6-12 that supports them meeting their goals and transitions. The process informs the overall design of supports and scheduling</i> • <i>Development of advisory process as a personalization strategy in the middle grades as described in the 2008 Regulations</i> 	<ul style="list-style-type: none"> • ILPs for grades 6 through 12, both in process (e.g., clear protocols, guidelines for discussions, prompts) and product/documents. • Students, family, and staff can articulate the purpose and processes used to develop a student's ILP and their role in the process. • The ILP academic component informs and documents: goal setting, planning, reflection (the "so what" of learning experiences), course selection, learning opportunities (both in school and out of school – dual enrollment, internships, service learning etc.) course audit, monitoring for meeting proficiency requirements, transitions and transition planning. • The ILP includes accommodations (but does not label student with IEP, 504, PLP), learning strategies, programs, and other opportunities that support students meeting proficiency requirements. • The ILP career related activities include: goal setting, career exploration and awareness, plans for attaining career goal(s), and reflections. When appropriate, internships and work-related experiences and skills are also documented. • The personal/social component of the ILP documents: exploring interests and activities, addressing needs, setting goals, continually reflecting upon decisions that will determine life actions. • The family component of the ILP documents evidence of family participation and a list of prompts that guide conversations between the student and his/her family. • The transition planning component of the ILP documents: educational, career goals and interests, the existence of specific supports or programs provided to the student, scheduling considerations, or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway.

Description of ILP Components

Each ILP component must be structured to include guiding prompts and probing questions that enhance students' goal setting, planning, and reflective skills and includes sufficient space for students to document their responses.

Academic domain:

The academic component of the ILP minimally documents these features: goal setting, planning, reflection (the “so what” of learning experiences), course selection, course audit, monitoring for meeting proficiency requirements, transitions and transition planning. The ILP should also include accommodations, learning strategies, programs, and other opportunities that support all students meeting proficiency requirements.

Career domain:

The career related activities that must be documented by students in their ILP include: goal setting, career exploration and awareness, plans for attaining career goal(s), and reflections. When appropriate, internships and work-related experiences and skills must also be documented.

Personal/social domain:

The personal/social component of the ILP minimally documents these features: exploring interests and activities, addressing needs, setting goals, continually reflecting upon decisions that will determine life actions.

Transition planning:

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle level to high school, from school to school and from high school to post-secondary opportunities. The transition planning component of the ILP minimally documents: educational, career goals and interests, the existence of specific supports or programs provided to the student, scheduling considerations, or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway (e.g., work, apprenticeships, technical schools, college, military service) and necessary supports.

Family Engagement:

Families are engaged in helping their children through well-established interactions that support them in school and prepare them for the future. The family component of the ILP should document these features but are not limited to: evidence of family participation and a list of prompts that guide conversations between the student and his/her family.

Learning opportunities:

- ✓ AP courses
- ✓ Dual enrollment
- ✓ Internships
- ✓ Extended learning
- ✓ Early enrollment
- ✓ ELL
- ✓ Service learning
- ✓ Work-related experiences

Supports for learning:

- ✓ Short and long term interventions – Response to Intervention (RTI)
- ✓ IEP
- ✓ PLP
- ✓ 504

Secondary transition planning:

- ✓ Reference to specific supports/programs provided
- ✓ Educational/career goals/interests
- ✓ Program of study

Post-secondary transition planning:

- ✓ Next placement (work, school, military)
- ✓ Necessary supports

Examples of family engagement activities:

- ✓ Homework monitoring
- ✓ Reviewing and discussing student goals
- ✓ ILP comment section sign-off
- ✓ Participation in Post secondary Planning Activities

ILP Components with Illustrated Examples – The Process

Sample Narrative #1 addresses...

- ILP processes: protocols and guidelines for staff

Sample (composite) Narrative #1:

Many RI schools have developed their advisory or advocacy programs as a means of creating a personalized structure to support all students. Consequently, it is no longer time used for study hall, a time for students to visit with their friends, or a time to complete homework from the previous night. This school's Advocacy program at grades 9-12 is a time for teachers to assist small groups of students to consider how any and all of their actions impact their lives in areas such as their academics, personal/social life, and potential career choices. Classroom teachers, other school staff (e.g., special subject teachers, special education teachers), and administrators have been assigned to facilitate Advocacy groups in order to keep groups smaller than a typical class might be. Smaller advocacy/advisory groups allow adults to get to know each student as an individual over multiple years in grades 9-12. Groupings of students are cross-grade or randomly assigned, so students are not with the same peers they generally take courses with. At the middle level, the student groupings are by grade level, again with all staff acting as group facilitators. The middle level activities focus more on how personal/social interests and skills impact academics and include exploration of potential career pathways.

Advocacy groups at all grades meet once a week throughout the year and staff are given a set of protocols and guidelines for how to use the time. The Advocacy component was added to the ILP process after staff evaluated the general ILP documents at the high school levels and determined that the first iterations were simply expanded report cards with little student involvement, and not a process for setting learning goals.

During Advocacy time teachers are expected to discuss with their students the life-long cyclical process of goal-setting, taking actions, reflecting, and reestablishing goals. Within this process there should be discussions, conversations, self-inventories, and examples regarding successes in reaching goals, as well as the obstacles that inhibit goals from being achieved, how to overcome these obstacles, or how to reestablish goals. With this focus in mind, the administration did not create a scope and sequence curriculum for Advocacy time, nor did they ask staff to create weekly lesson plans for achieving these expectations. Some broad-based ideas of the year's Advocacy program are outlined on the next page. Additionally, it is expected that teachers will have each student complete the Individual Learning Plan – with Short and Long Term Goals no later than November 16th, Mid-Year Reflection are to be completed no later than January 30th, and at the End-of-the-Year Reflection no later than May 31st. These timeframes coincide with parent conferences when students share their ILPs and get parent input/feedback.

During the development of the ILP, students examine their short-term and long-term goals for academics, personal/social life, and career choices. The ASCA National Standards for Students and general protocols (on the next page) are used by staff to guide student goal setting and discussions.

These ILP goals should be the basis of the discussion that occurs throughout the year. After students have completed the ILP goal sheets, the sheets should be placed in a folder and used as a resource for discussion and parent conferences. The guidance counselors visit Advocacy sessions on a rotating basis to examine student goals and meet with students to provide direct individual assistance. At the end of the school year, ILP goal sheets are submitted to the school counselors' office to be placed in the students' ILP files. ILPs are reviewed at least once a year by parents/guardians, generally at parent conference times.

Guidance counselors support staff and students with the ILP process and development throughout the school year.

After a full year of implementation of the ILP Advocacy process with all students at all grade levels, some teachers have expressed concerns that they need more support in teaching the skill of goal setting as it relates to areas other than academics. Currently the administration and a small committee at high school and middle school, including counseling staff, are planning for professional development to address this need. Current Teacher Guidelines and Protocols for Advocacy are shown below.

Feedback from staff has led to a plan to re-evaluate the instructional guidelines and provide professional development needed for effective implementation.

General Teacher Guidelines and Protocols for Advocacy Program

Below are suggested topics, protocols, and guidelines for discussions with your Advocacy group. This is not a sequential list or set of lessons to be taught each week.

- Define and discuss the differences between short-term and long-term goals.
- Describe short and long-term goals you have set.
- Model the writing of both short- and long-term goals, as well as the reflection of progress toward goals.
- Have students write their own short- and long-term goals for academics, personal/social, and career.
- Discuss how you have achieved your goals in each of the areas, the obstacles you have faced, how you have overcome obstacles, and how you have changed your goals or developed new based on these experiences.
- Have students share their goals and the plans they are making to achieve these goals.
- Have other students share their experiences and provide feedback and suggestions to their peers.
- Discuss how you reflect on the progress that has been made on achieving goals.
- Have students write their own mid-year and end-of-year reflections.
- Have students bring questions to the table regarding making positive choices.
- Discuss struggles students may be having in any of the three goal-setting areas.
- Use the ASCA National Standards for developing Advocacy plans, such as:
 - (A:A2.1) Discuss time management and task-management skills.
 - (A:B1.3) Identify positive study skills necessary for academic success.
 - (C:A1.9) Identify possible hobbies and interests and how they help guide career possibilities
 - (C:A2.8) Define and describe responsibility, dependability, punctuality, integrity and effort at school and how it impacts employment at the workplace, including how one person impacts other people and the organization
 - (PS:A1.5) Describe appropriate/inappropriate behaviors in various settings
 - (PS:A2.2) Discuss, model, and have students demonstrate effective communication skills
 - (PS:B1.6) Define conflict-resolution skills and act out the use of these skills in various settings

Advisors are provided with guidelines and protocols for how to use the Advocacy program to teach goal setting as part of ILP development. Currently it is not a set curriculum.
Teacher Guidelines and Protocols for Advisory activities are informed by ASCA Guidance standards.

ILP Components – The Grades 6-12 Continuum

Sample Narrative #2 addresses...

- **ILPs include grades 6 through 12 both in process and product/documents**
- **Prompts for the academic component** (goal setting, planning, reflection, course selection, course audit, monitoring for meeting proficiency requirements)
- **Prompts for career related activities** (goal setting, plans for attaining career goal(s), and reflections, internships and work-related experiences)
- **Prompts for the personal/social component** (exploring interests and activities addressing needs setting goals)

Some districts carry all information forward in one complete document, while other districts create new ILP information for each grade level that is added to a student's file.

Sample (composite) Narrative #2:

One of two general approaches is typically being used to include information from grades 6 through 12 in the ILP document. The first is to create a new document for each grade level that is added to a student's file at the end of the year and passed along to the next grade. The other is a cumulative approach, where the students add new information and can readily see prior information and goals during goal setting and reflection times. The latter approach probably allows for many more opportunities for students to revisit earlier goals and comments, but can become a large document over time. Electronic formats used now by many schools in RI for their ILPs can ease the storage burden and encourage students to see the full scope of their academic, personal, and career goals over time. There are several examples on the following pages to show how some schools provide a grades 6-12 view. Some examples also include prompts to spark student reflections and/or goal setting and demonstrate a variety of questions that could be posed.

Some RI school districts have already developed a middle school version of their ILPs or extended the high school version to include middle school. In the interest of space, middle school ILPs are not specifically included in this document, but may be available for review by request. They include (but are not limited to):

- North Cumberland School District: Joseph L. McCourt Middle School & North Cumberland Middle School
- Smithfield Public Schools: Vincent J. Gallagher Middle School
- Times² Academy, Providence
- Narragansett School System: Pier School
- Mt Hope
- Coventry

Example A: (Portsmouth High School) – Information is collected for a single grade each school year. The academic component of the example on the following pages focuses on courses taken in the freshman year and projections for future courses, while making connections to student interests and later goals.

Grade 9 Activities at this school include:

September: Making High School Count—Motivational speaker will present ideas and strategies to help 9th graders set long and short term goals that will help them maximize their high school years.

October: Goal Setting Follow Up Activity—Advisors help 9th graders set goals and work on ILP during Advisory in Oct./Nov.

November: Freshman Seminars—Guidance counselors meet with 9th graders to review ILP and grades and progress to date in high school.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)
For more information about this school's ILP process, please contact: Robert Littlefield, principal,
(littlefieldr@portsmouthschoolsri.org)

Individual Learning Plan – Portsmouth High School

Name _____ Grade 9 Date _____

Current Course Enrollment and Future Course Projections Level and Grade

English: 9 _____ 10 _____ 11 _____ 12 _____

Math: 1 _____ 2 _____ 3 _____ 4 _____

Science: 1 _____ 2 _____ 3 _____ Other _____

Social Studies: 1. World Geography ____ 2. European ____ 3. American ____ Other _____

PE/Health 9 _____ 10 _____ 11 _____ 12 _____

Technology _____ Art/Music/Theater _____

Mod. Language 1 _____ 2 _____ 3 _____ 4 _____

Electives (Course/Credit) _____

Potential Total Credits _____

Current and projected courses are listed during the grade 9 year. Prerequisites for courses are explored. Connections are made among courses and career interests.

Which courses are you most interested in taking in high school and why?

Do any of these courses require prerequisites? (For example, you need to take Electronics before you can take Maintenance & Repair of PCs.)

How will the courses you plan to take during high school assist you with your career interests?

Goals:

My goal(s) for this year:

To obtain this goal I will:

My goal(s) upon graduation:

To obtain this goal I will: _____

Senior Project Ideas _____

Freshman Information

What clubs/activities/sports are you involved in? _____

What do you like to do for fun? _____

Unfinished Sentences

The best thing I ever did was _____

I would like to get better at _____

My best friends are _____

What really matters to me is _____

The people who influence me the most are _____

The music I like is _____

I often wish _____

I worry about _____

Choose 3 words to describe your personality

(1) _____ (2) _____ (3) _____

Email _____

Prompts (unfinished sentences) are provided to help students identify goals, and areas of personal interest (activities), strengths, and needs.

Example B: (Cranston) – As with the first example, information is collected for single grade levels at this school. The ILP Goal-Setting Worksheet addresses the academic component focusing on goals rather than on courses taken. “1-4 Steps” with room to plan for ways to meet the stated academic, career, and personal goals (which likely includes course taking, as well as supports needed) are included in the worksheet. Student, parent, and advisor signatures are required on the ILP.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)

For more information about this school’s ILP process, please contact: Dr. Judith Lundsten, Curriculum Director (jlundsten@cpsed.net)

Cranston Public Schools

ILP Goal Setting Worksheet

Name _____ Grade _____ Date _____

Counselor _____ Advisor _____ Advisory # _____

ACADEMIC GOAL: _____

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

Obstacles to meeting my goal may be: _____

I will overcome these obstacles by: _____

"Steps" provide opportunities for planning how to achieve stated goals. Prompts help students consider challenges and appropriate supports in reaching goals.

CAREER GOAL: _____

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

Obstacles to meeting my goal may be: _____

I will overcome these obstacles by: _____

ILP+ Goal Setting Worksheet

PERSONAL/SOCIAL GOAL (e.g. extra-curricular activities, volunteer activities, relationships with family and/or friends, exercise, nutrition, well-being):

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

Obstacles to meeting my goal may be: _____

I will overcome these obstacles by: _____

Signatures

Student, parent, and
advisor signatures are
required.

Student Signature

Date

Counselor or Advisor Signature

Date

Parent Signature

Date

Example C (Narragansett) – Information is collected for multiple grade levels, beginning at grade 5. Information accumulates in one document over time and students can review/revisit information they included from earlier grades as they add to their ILPs. The ILP document opens with a philosophy statement about the purpose and development of Individualized Learning Plans. Different prompts are used at different grade levels for personal/social reflections, academic reflections, and career reflections. Each grade level includes space for an intervention plan, if needed.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)
For more information about this school's ILP process, please contact: Daniel F. Warner, Principal
(dwarner@narragansett.k12.ri.us)

NARRAGANSETT SCHOOL SYSTEM

INDIVIDUALIZED LEARNING PLAN

Individual Learning Plans are a mapped academic plan and profile that reflect each student's unique set of interests, needs, learning goals, and graduation requirements. A team, including the student, his/her family, the school counselor, advisor/ teacher, and/or mentor, help write an ILP, which includes authentic and challenging learning experiences that help each student succeed. As a team, they are mutually responsible for helping the student with his/her personal curriculum and they regularly review, evaluate, and update the ILP as the student progresses. The process allows students to become active, responsible participants in their educational development and planning.

The overview includes a philosophy statement about the purpose and development of ILPs.

As a working document, the ILP is at the center of a flexible educational program that meets individual development toward America School Counselor Association's (ASCA) *National Model for School Counseling Programs*, the *RI Framework for Comprehensive K12 School Counseling*, and the *RI Diploma System's Proficiency-Based Graduation Requirements*.

Students, in consultation with responsible adults, will establish academic, career, and personal/social goals. In addition, students will develop plans and actions to achieve these goals. This process will ensure that all students are well supported to reach the goal of life readiness.

PERSONAL/SOCIAL REFLECTIONS

Grade 5: How do you get along with others?

Grade 6: How would you describe yourself? How would others describe you?

Grade 7: What do you look for in a friend?

Grade 8: What do you like to do with your friends and family?

Grade 9: What kind of experiences would you like in high school (academics, friends, sports, other activities)?

Grade 10: How do you interact with others who are not part of your social group?

Grade 11: How do you resolve problems with others?

Grade 12: How are you different as a senior than you were as a freshman?

ACADEMIC REFLECTIONS

Grade 5: Which subject is your favorite? Why?

Grade 6: How do you learn best?

Grade 7: How would you describe your study habits?

Grade 8: Which of your academic strengths will help you to be successful at the high school?

Grade 9: How are high school classes different than middle school classes?

Grade 10: What do you do to succeed in your classes?

Different prompts are used at different grade levels for personal/social reflections, academic reflections, and career reflections.

Grade 11: What does your academic record say about you as a student?

Grade 12: Can you identify the academic skills you have acquired that will enable you to be successful in your future?

CAREER REFLECTIONS

Grade 5: What do you think you are good at?

Grade 6: What are your dreams for the future?

Grade 7: What careers interest you most?

Grade 8: What do you think is the relationship between academic success and your career success?

Grade 9: Why is it important to begin career planning now?

Grade 10: What is the difference between a career and a job? How have your career interests changed?

Grade 11: What skills are necessary for success in your future career?

Grade 12: What most excites you/frightens you about entering the world of work?

Each grade level includes space for a summary of goals and an intervention plan, if needed. (Grade 5 shown below.)

GRADE 5	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				
Intervention Plans				
Date	Action Plan	Date for Follow up	Person Responsible	Results


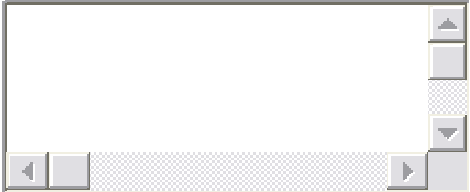


Example D (Mt. Hope High School) – Information is collected for multiple grade levels, at the middle level and again at the high school level. The high school ILPs are digital and students can edit them as needed during the school year. Information accumulates in an electronic document over time. Students add courses taken, standardized test scores, interests, and artifacts that represent work that meets PBGR requirement for proficiency. Drop-down menus provide such things as course offerings and PBGR assessments.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)
For more information about this school's ILP process, please contact: Arthur Lisi, Guidance Director
(lisia@bw.k12.ri.us)

My Individual Learning Plan (Bristol-Warren)

	9 2006-07	10 2007-08	11 2008-09	12 2009-10
I. Academic				
a. Credit review, four year plan			My Credit Review	
b. Standardized Tests			Scores	
c. Supports			--	
II. Values and Goals				
a. Values and Interests	Interests	Interests	Interests	
b. Career / Post-Secondary / Academic Goals			Add Goal	
III. Personal / Social				
a. Certificates and awards			Edit	
b. Extra-curricular and/or co-curricular activities			Edit	
c. Employment / Volunteer Experience			Edit	
d. Interests / Hobbies			Edit	

My Individual Learning Plan: Values and Interests - Grade 11

My most valuable skills are:	
My work values include:	
My personal interests include: <div data-bbox="285 869 570 1094" style="border: 1px solid black; padding: 5px; margin-top: 10px;">Open-ended prompts are provided for students to identify skills, interests, and values.</div>	
My personal values are:	

Mt. Hope Career / Post-Secondary Goal

Career Goal / Post-Secondary Major:	<input style="width: 90%;" type="text"/>
Post-Secondary Plan:	<div style="border: 1px solid #ccc; padding: 2px;">Please select one: ▼</div>
Who will help me to reach this goal?	<div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>
List two steps to assist me in reaching this goal:	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; margin-bottom: 10px;">1. <div style="flex-grow: 1;"></div></div> <div>2. <div style="flex-grow: 1;"></div></div> </div>

Students are prompted to list supports and action steps in reaching their career goals.

They build a resume by keeping a running record of extra-curricular activities, hobbies, awards, and their employment history.

List any extracurricular activity below; place a checkmark in the Grade column you participated in this activity.

List any interest or hobby in this column; place a checkmark in the Grade column you participated in this activity.

List any certificate or award in this column; place a checkmark in the Grade column you received the recognition.

List any employment or volunteer experience in this column; place a checkmark in the Grade column you received the recognition.

ILP Components – Grade-Appropriate Personalization Strategies

Sample Narrative #3 addresses...

- Full implementation of personalization strategies/structures for all students grades 6-12

Implementing ILPs at the middle and high school levels does not mean they should look the same at all grade levels. Many schools are exploring ways to make ILPs age/grade appropriate - in the prompts used, advisory activities, and supports provided to students and families.

Sample Narrative #3:

Coventry's ILP includes both general personal reflections and content-specific reflections for literary and mathematics in their ILP. In some cases the prompts are the same at all grades; sometimes the grade levels or the prompts are varied.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)
For more information about this school's ILP process, please contact: Michael Hobin, Principal
(hobinmichael@coventryschools.net)

Personal Inventory/ Reflections- Literacy

Think about: Why do I read, what do I read, and how often do I read? Why do I write, what do I write, and how often do I write? What do my grades and test scores show about my reading and writing ability? How will reading and writing help me in my career goals? What type of help do I need to succeed in reading and writing?	Grade 7
Grade 9	Grade 11

Personal Inventory/ Reflections- Mathematics

Think about: When and how is mathematics important in my life? What do my grades and test scores show about my mathematical ability? How will mathematics help me in my career goals? What type of help do I need to succeed in mathematics?	Grade 6
Grade 8	Grade 10

Personal Inventory/ Reflections- Grade 7

Personal reflections prompts are customized for each grade level. Note that not all grade levels have been included in this Coventry ILP example.

Which people have been important to you? Why?

--

What do you remember from elementary school?

--

What do you think you are good at?

--

What do you like to do with your friends?

--

Personal Inventory/ Reflections- Grade 9

What do you remember most from middle school?

What people have been important to you? Why?

What kind of experiences would you like in high school? (Academics, friends)

What clubs, sports, activities, do you plan on participating in during high school?

Personal Inventory/ Reflections- Grade 11

What people have been important to you? Why?

How have your activities in and outside of school changed since entering high school?

How do your activities reflect your goals?

What worries you most about your future and why?

Personal Inventory/ Reflections- Grade 12

What scares you about life after high school?

What advice would you like to give students just beginning their high school careers?

Where do you see yourself five years from now?

Where do you see yourself twenty years from now?

ILP Components –The Career Component

Sample Narrative #4 addresses...

- The ILP career related activities include: goal setting, career exploration and awareness, plans for attaining career goal(s), and reflections.

Many RI districts provide an array of resources for career exploration and plans for attaining career goals. One such source used by many RI schools is “Career Clusters” created by the National Association of State Directors of Career Technical Education Consortium (www.careerclusters.org).

Sample (Composite) Narrative #4:

Example A: Coventry’s ILP encourages students to identify and match their interests and strengths with career choices after researching areas of interest. Then they assess their choices.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)

For more information about this school’s ILP process, please contact: Michael Hobin, Principal
(hobinmichael@coventryschools.net)

My Learning Styles

Grade 6	What ways do I learn best?
Grade 8	What ways do I learn best?
Grade 10	What ways do I learn best?

Career Exploration

Grade 8	Assessment Instrument	Strengths identified	Identified Career Interests
		1.	a.
		2.	b.
		3.	c.
Grade 9	Assessment Instrument	Strengths identified	Identified Career Interests
	Choices (<i>Bridges.com</i>)	1.	a.
		2.	b.
		3.	c.
		4.	d.
Grade 11	Assessment Instrument	Strengths identified	Identified Career Interests
	ASVAB (Armed Services Vocational Aptitude Battery)	1.	a.
		2.	b.
		3.	c.
		4.	d.

Career Clusters

 <p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>	 <p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>	 <p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <p>Careers in designing, planning, managing, building and maintaining the built environment.</p>	 <p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>	 <p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>	 <p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</p>	 <p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including research and development services.</p>
 <p>Encompasses planning, organizing, directing and evaluating business functions essential to efficient, productive business operations. Career opportunities are available in every sector of the economy.</p>	 <p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>	 <p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services.</p>
 <p>Planning, managing and providing education and training services, and related learning support services.</p>	 <p>For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>	 <p>www.careerclusters.org</p>
 <p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>	 <p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>	

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My Career Assessment

Grade 6	Interest Areas (My Dreams for the future)		
	1.		
	2.		
	3.		
Grade 8	Interest Areas	Career Clusters	Level of Education Needed 4 yr college/ University Community/ Technical Military Work
	1.	1.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.	2.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3.	3.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grade 9	Interest Areas	Career Clusters	Level of Education Needed 4 yr college/ University Community/ Technical Military Work
	1.	1.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.	2.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3.	3.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grade 11	Interest Areas	Career Clusters	Level of Education Needed 4 yr college/ University Community/ Technical Military Work
	1.	1.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.	2.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3.	3.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grade 12	Interest Areas	Career Clusters	Level of Education Needed 4 yr college/ University Community/ Technical Military Work
	1.	1.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.	2.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Example B: Narragansett's ILP asks students to self-assess and provide evidence of their foundation skills and workplace competencies as they make career choices and set career goals.

(NOTE: In the interest of space, font size and room for student responses have been reduced.)

For more information about this school's ILP process, please contact: Daniel F. Warner, Principal
(dwarner@narragansett.k12.ri.us)

SCANS SKILLS

Secretary's Commission on Achieving Necessary Skills

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened to examine the demands of the workplace and to determine whether the current and future workplace and workforce are capable of meeting those demands. The Commission was directed to: (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes. The Commission identified five *competencies* (i.e. skills necessary for workplace success) and three *foundations* (i.e. skills and qualities that underlie competencies).

Foundation Skills

Basic Skills

Reading, Writing, Arithmetic, Speaking

Thinking Skills

Ability to learn, make decisions, solve problems

Personal Qualities

Individual responsibility, self-management, integrity

Workplace Competencies

Resources

Manage time, money, materials, space

Interpersonal Skills

Teamwork, teach others, lead, negotiate

Technology

Apply technology to specific tasks

Systems

Understand social, organizational & technological systems, monitor & correct performance

Information

Acquire & evaluate data, Organize & maintain files, interpret & communicate, use computers

SCANS Self-Reflection

Please mark with a (✓) the skills you feel you have acquired. In the evidence box, briefly support your response.

8 TH GRADE FOUNDATION SKILLS	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	

WORKPLACE COMPETENCIES	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

ILP Components – Tracking PBGR Requirements

Sample Narrative #5 addresses...

- The ILP academic component documents: course selection, course audit, monitoring for meeting proficiency requirements

Each school's ILP will have a means for keeping track of courses successfully completed and PBGR requirements met. Many schools use digital portfolios to organize and store this information.

Sample Narrative #5: Cranston High School West

Like many schools, **Cranston's ILP** includes a section for students to track/audit completion of courses and required PBGR assignments and assessments. This is done using a cumulative format from grades 9-12, so students can continually monitor their own progress in meeting graduation requirements. Course completion, standardized test scores, and artifacts that meet school-wide expectations are monitored in the ILP.

For more information about this school's ILP process, please contact: Steve Knowlton, Principal (sknowlton@cpsed.net)

Cranston High School West
Student Academic Plan

Name _____

Student ID _____

Graduation Year
2009

Carnegie Credits

Graduation Requirements	Credit	Grade 9			Grade 10			Grade 11			Grade 12		
		Course Title	CR	GR	Course Title	CR	GR	Course Title	CR	GR	Course Title	CR	GR
English	4												
Mathematics (3+1 from approved list)	4												
Science	3												
Social Studies (1 must be U.S. History)	2												
Physical Education (.25 credit/year)	1												
Health (.25 credit/year)	1												
Technology (from approved list)	.5												
Fine Arts (from approved list)	.5												
Electives	5												
Credit Recovery													
TOTAL	21												

Proficiency-Based Requirements Completed for Graduation

Portfolio Artifacts		
Grade	15 Req	#
Grade 9	5	
Grade 10	5	
Grade 11	5	
Grade 12		
Grade 12	Grad. Portfolio Presentation	

Carnegie Credit Checklist							
English 9		Math 1		PE 9		HE 9	
English 10		Math 2		PE 10		HE 10	
English 11		Math 3		PE 11		HE 11	
English 12		Math 4		PE 12		HE 12	
Social Studies 1		Science 1		Fine Art		Technology	
US History		Science 2					
		Science 3					

State Assessment		
NECAP Participation	✓	Score
Writing		
Reading		
Math		
Science		

Cranston West Student Academic Plan

Portfolio Artifacts—School-Wide Expectations		# of Entries			
		9	10	11	12
Academic Expectations					
1	The CHSW graduate will exhibit proficient communication skills through reading, writing, listening, and speaking.				
2	The CHSW graduate will demonstrate effective utilization of the problem solving/research process.				
3	The CHSW graduate will engage in and will be culturally aware of a wide variety of visual or performing art through response, creation, and performance.				
4	The CHSW graduate will be able to use technology as it relates to everyday life.				
5	The CHSW graduate will be able to demonstrate an understanding of health and physical fitness skills to develop a safe and healthy lifestyle.				
6	The CHSW graduate will be able to understand and communicate knowledge of essential principles that apply to civics, history, economics, and geography.				
Social Expectation					
	The CHSW graduate is a respectful, ethical, responsible, and a courteous individual, who can work both independently and cooperatively by following the rules outlined in the Cranston Public Schools Student Handbook.				
Civic Expectation					
	The CHSW graduate is a contributing member of his/her community, and as such functions as an informed, involved citizen who advocates for positive changes in surrounding environments.				